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ABSTRACT

Enrollment trends and zero-based budgeting techniques are employed to justify continued support of Rio Hondo College's Mexican American Cultural Institute. After introductory material discussing the usefulness of zero-based budgeting in assuring fiscal accountability, the report identifies three Chicano Studies alternatives: an Associate of Arts (AA) degree program organized under a formal Mexican American Studies Department; an interdisciplinary AA program under the direction of a full-time coordinator; and an umbrella program in which bilingual programs, early childhood education, and exploratory programs would be consolidated into one department. A rationale for Chicano Studies is then presented, followed by a discussion of enrollment trends at the college, demonstrating: (1) the relative strength of enrollment growth at the Cultural Institute compared with other college programs, (2) the resultant decrease in cost per average daily attendance (ADA) at the Institute, and (3) the ADA figures generated throughout the college by the existing interdisciplinary courses related to Mexican American/Bilingual Studies. The report concludes with the results of a zero-based budget analysis which show that the establishment of a formal Mexican American Studies Department is the most cost effective of the three Chicano Studies Program alternatives. Decision packages for each alternative are appended. (JP)

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ED184624

ZERO-BASED BUDGETING:

Application to Chicano Studies at a Community College

BY Dr. Pete R. Luna

Rio Hondo College

April 10, 1978

JC 800 175

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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PREFACE

In California the typical community college is financed from the local property tax. This tax has been a stable source of revenue for public-school support in the past and should continue to be in the future. However, the mood of the taxpayer toward this method of school finance has raised some serious questions and has placed educational institutions in the eye of a tornado. The Jarvis-Gann inititive is a response to the need for tax reform and especially property tax relief. While the outcome is in the hands of the public, the implications suggest that education is in trouble and the days of incremental budgeting have come to an end.

Why is public education support dwindeling?

High on my list of obstacles to adequate school support is our inability to demonstrate in tangible terms the value of an added dollar of input into education. For example, we have yet to identify an acceptable yardstick for measuring the educational product.

While the public can see immediate outcomes from industry - science places a man on the moon - education has failed to show the public many measureable results except in the number of students graduating.

Accountability, results, measures, justification, and standards is the cry from today's taxpayer and it all starts with the school budget.

The traditional planning and budgeting approach in education - which tends to be incremental - has been challenged. Thus, zero-based budgeting, which if launched properly begins to identify for education, and the public, accountability, results, measures, justification and standards.

As I reviewed the experience of zero-based budgeting, which was inaugurated for the first time at Rio Hondo College during the 1978-79 budget year, I realized that for Academic Departments this approach could help communicate to the public fiscal responsibility and accountability. This approach, I feel, is especially important to Ethnic Studies, and in the case presented in the text of this paper to the Mexican American Cultural Institute, which is competing for resources with all other departments.

According to Cheek,[1] zero-based budgeting incorporates the following principles; "It is program oriented (by service/discipline), decision-oriented; requires all programs, old and new, to compete for the same resources; requires break up of budget into understandable decision packages; requires analysis and ranking of packages; requires trimming only discrete, marginal programs and packages to level of affordability; requires systems approach-linkage - to long-range plans and strategies.

The organizational impact theoretically facilitates rational analysis and decision-making; all options are laid out for open discussion, mutual evaluation, and agreement in a professional environment; triggers need for, and use of selling skills in the systems; the burden of proof is placed on the cost-center manager to justify requests, and the system is clean, responsible, and responsive."

Zero-based-budgeting may not force education to "justify" why it should exist, but as the public moves toward fiscal control of expenditures in

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1. Cheek, Logan M; "Zero-Based Budgeting Comes of Age;" AMACOM: 1977, pp. 16-18.

education, I cannot help but think that education decision-makers must "risk" the potential resistance from "traditionalist" and adhere to the cry of the taxpayer - "ACCOUNTABILITY."

This paper will speak to zero-based budgeting as an approach used by the author to justify the existance of the Mexican American Cultural Institute at Rio Hondo College an Academic Department in operation since September, 1974. A zero-based budgeting approach,it is argued, provides alternatives, decision packages; and quantitative data for sound decision making utilizing this approach and its application to one instructional unit in a California Community College.

The aforementioned principles were applied and the end result is as of this date under negotiation. The important thing is that "Zero-Based Budgeting" can work at the instructional level and is especially helpful in reallocating resources given a declining enrollment in higher education.

INTRODUCTION

Since an assessment of the Mexican American Cultural Institute is imperative in order to determine its effectiveness in meeting the needs of Rio Hondo College students and the surrounding community, and in order to make recommendations for the future of the Institute, this proposal is presented to the Board of Trustees.

The object of this proposal is to present a program of studies with the Chicano (Mexican American) experience past and present and the implications of that experience for the future. Because of this rather broad approach, three alternative programs are presented herewith for discussion:

1. Mexican American Studies Department;
2. Interdisciplinary Program;
3. Umbrella Program.

The curriculum, being extensive rather than intensive, will serve as a means for providing the more general background information necessary for specialized lower division work. While this program of studies will attract Chicano students who have an inherent interest in this field, it should also attract students of various cultural heritages who have developed an interest in studying about the nation's second largest minority.

The proposed programs will offer research capabilities, specialized training, and general education and sensitivity in areas relating to the Chicano living in the United States. These ends are supported by the belief that contemporary higher education has recognized both the pluralistic nature of society and the need for specialists who can teach about the role of various ethnic groups in

our society. Professional and career personnel in all walks of life (e.g., public servants, doctors, lawyers, and law enforcement officials) will profit from knowledge in this area. For example, a public defender who has attempted to study the cultural background and language of the Spanish-speaking people will be in a better position to assist a Chicano client in understanding the judicial system and the role it plays. This concept is supported by Dr. Henry W. McGee, professor of law at UCLA (See Appendix No. I .) The program alternatives will, therefore, assist in producing a highly trained, well-educated individual who will be capable of understanding the Chicano milieu, and interrelation to the larger society.

Briefly described, the MEXICAN AMERICAN STUDIES DEPARTMENT will offer an Associate in Arts Degree in Mexican American Studies, as well as an Associate in Arts Degree in Bilingual/Bicultural Education. Both degrees will offer a Certificate of Achievement. (See Decision Package #1).

The INTERDISCIPLINARY PROGRAM, on the other hand, will also offer an Associate in Arts Degree in Mexican American Studies and in Bilingual Education. The primary difference between the two Decision Packages is that the Interdisciplinary Program will distribute ADA to the various departments with a full-time department status person coordinating instruction, curriculum development, class scheduling and program evaluation. (See Decision Package #2).

Finally, the UMBRELLA PROGRAM proposes to consolidate the existing Bilingual Program, Early Childhood Education, Exploratory College and the development of a major in Mexican American Studies into one department. The merging of these mini-departments under one department chairperson will provide a cost effective way to coordinate the small, separate programs now in existance. (See Decision Package #3).

NEEDS ASSESSMENT:

As of October, 1977, there were 1,347 full-time students classified as Spanish-surnamed compared to 2,121 other full-time students attending Rio Hondo College.

The predominate ethnic minority, 40% in the college district, is Mexican American residing mostly in Pico Rivera, Los Nietos, Santa Fe Springs, El Monte, South Whittier, and some parts of Whittier. Low-income families are also concentrated in those general areas. The Chicano student population in the area elementary schools and high schools is significantly increasing and will undoubtedly affect future enrollment and plans at Rio Hondo College. The number of graduating Spanish-surnamed high school students for 1976, for example, was 1,718 compared with 2,395 other students. Of those graduating, 460 or 40% Spanish surnamed students enrolled at Rio Hondo College compared with 748 or 60% all others.

Offering a Mexican American Studies Program will facilitate the recruitment of new students to Rio Hondo College, as, for example, has occurred throughout the EOP Program. Currently enrolled students have proven to be the best recruiters for most colleges. Offering a Mexican American Studies major for those who freely choose one provides a sense of identity between the college and the significant Chicano population in its district.

The need for a Mexican American Studies Program at Rio Hondo College is based on the necessity to serve all the community effectively, including Chicanos, and to provide the proper atmosphere to sustain the motivation Chicano students bring to college. To insure effectiveness the Mexican American Studies must have active institutional support and input to decisions concerning the design and evaluation of courses and departmental policy.

ACADEMIC PROGRAM:

The Mexican American Studies major should have a special Mexican and Chicano heritage curricula, including course material on the Mexican-Indian culture, the Spanish colonization of the Southwest, Mexican history, Chicano history, as well as a bilingual skills curricula based on the Spanish language. This program may be established at Rio Hondo College, on an overall basis, by incorporating existing courses into a core program for the Mexican American Studies major. Bilingual Skills is the only new offering in the proposed academic major listed below.

Mexican American Studies Major
Associate in Arts Degree

Introduction to Chicano Behavior	(3)
Mexican Literature in Translation	(3)
Introduction to Mexican Culture	(3)
Mexican American in Contemporary Society	(3)
History of Minorities	(3)
Field Work in the Barrio	(3)
Bilingual Skills I, II	(6)
Total	(24)

OBJECTIVES OF THE PROPOSED DEGREE PROGRAM:

The degree program leading to an A.A. in Mexican American Studies will fulfill the following objectives:

1. Develop an academic context for an in-depth study of the Mexican American experience and related minority people in both a historic and demographic-structural framework.
2. Assist in the training of individuals who will be better qualified to work with, and for, the Chicano population in California, the Southwest, and elsewhere by providing an opportunity to become aware of one's history and cultural heritage while specializing in one discipline.

3. Provide lower division level preparation for students wanting to transfer to four-year institutions offering appropriate degrees.
4. Encourage Chicanos to seek higher education by creating a greater feeling of pride for their heritage and by making available to them the tools of coping with the system that has heretofore excluded them.
5. Provide the conceptual means by which bilingualism and biculturalism, in the context of ethnic studies can be fully developed.
6. Provide lower division courses in Chicano Studies which could be used by students majoring in any other area but desiring knowledge and insight about Chicanos in the Southwest.
7. Cultivate a greater potential for student retention in the Mexican American population.

ENROLLMENT PATTERNS:

Table I identifies the projected growth of the Bilingual/Bicultural Program from its inception in 1974-75 through the present year 1977-78, and the actual enrollment pattern of the Bilingual offerings since Spring, 1974-75, through the Fall semester 1977-78. During the Spring, 1974-75, there was a projected enrollment of 75 with an actual enrollment of 90. In the Summer, 1975, there was a projected enrollment of 175 with 90 students actually enrolled. The projection for the 1975-76 Fall semester was 300 students with 280 actually enrolled. For Spring 1975-76, projected enrollment was 300 students with an actual enrollment of 320.

The year 1976-77 reflected an overall drop in enrollment throughout the college. The Cultural Institute reflected this drop with an actual enrollment of 130 during the Fall semester, 1976-77. The Spring semester 1976-77 maintained a

ENROLLMENT PATTERNS (Continued)

low enrollment pattern with 160 students actually enrolled. The low enrollment trend was common to all departments within the college.

TABLE I
PROJECTED GROWTH AND ACTUAL ENROLLMENTS
BILINGUAL/BICULTURAL ASSOCIATE OF ARTS PROGRAM

Table I was deleted due to its irreproducibility.

Enrollment for the Cultural Institute took an upswing during this present semester, Fall, 1977-78, with 273 students enrolled in the Bilingual Program. While other departments have been unable to recuperate their loss in ADA, the Cultural Institute has demonstrated a 69.9% increase in ADA during the Fall, 1877-78 semester. (See Table II).

Table II was deleted due to its irreproducibility.
It provided Weekly Student Contact Hour and Average Daily Attendance data for each department for the years 1976 and 1977.

ADA COMPARISONS:

The total ADA college decrease during 1977-78 is approximated at 3% less than the low-enrollment year of 1976-77. The Office of Academic Affairs has stated that "Departments who have not experienced this reduction in enrollment should consider this as one of their rationale for maintaining and increasing their faculty or budgetary needs." (Department Chairpersons Meeting Minutes, November 2, 1977.)

The cost per ADA figures for the Mexican American Cultural Institute, as well as the campus average figures are as follows:

Academic Year	Cultural Institute	Campus Average
1975-76	$ 1,715.84 (Actual)	$ 1,002.30
1976-77	$ 2,625.53 (Actual)	$ 1,398.28
1977-78	$ 1,255.38 (Estimated)	$ 1,400.00

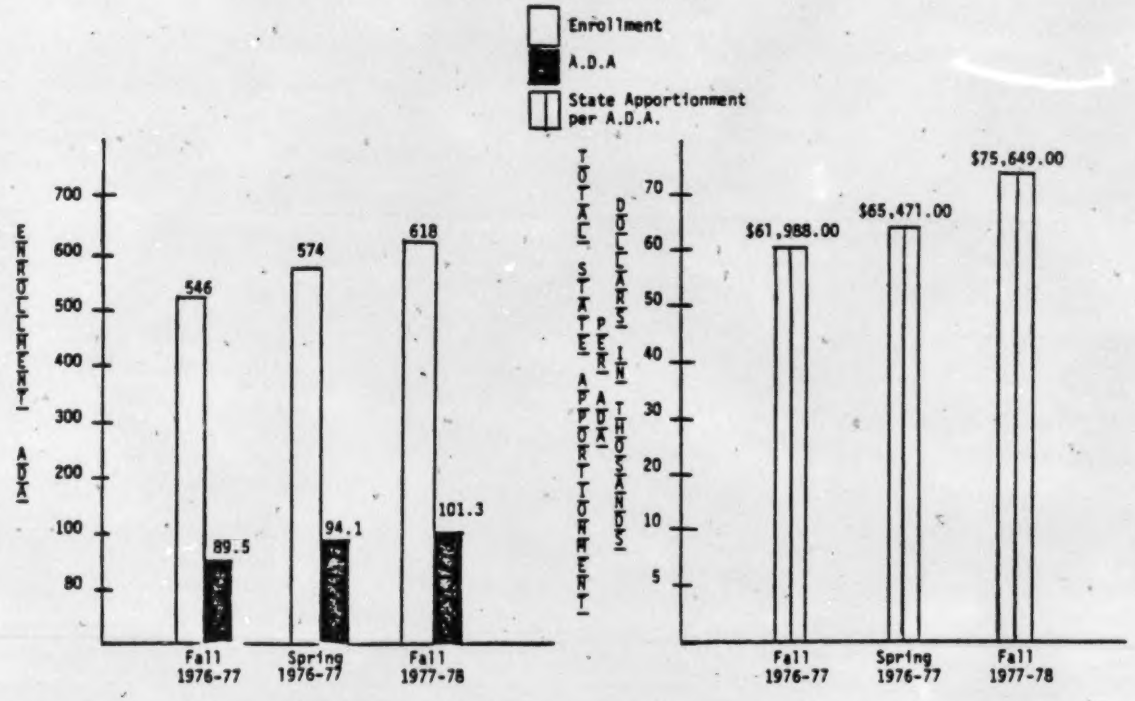
The figures above show the Cultural Institute to be below the campus estimated average for 1977-78. It is interesting to note that the estimated figures for the Cultural Institute in the 1977-78 Adopted Budget were 10 ADA at an average cost per ADA of $5,930.00. The estimated figures have since been revised to 49.0 for ADA at a cost of $1,255.38. This revised estimate for 1977-78 is based upon 69.6% increase in WSCH and ADA during the Fall 1977-78 semester. (See Table 3 & 4).

Page 8 was deleted due to its irreproducibility. It contained Tables III (Cost per A.D.A. by Cost Centers) and Tables IV (Mexican-American Cultural Institute's weekly student contact hours per full-time equivalent for day/full-time, evening/part-time, and all students for the semesters Fall 1975 through Spring 1980.

The aforementioned paragraphs have discussed the enrollment and ADA patterns for the Bilingual/Bicultural Program. When we examine the enrollment patterns and ADA figures generated through the existing Interdisciplinary courses related to the Mexican American/Bilingual Studies, we can note an enrollment trend which is contributing significantly to other departments.

For example, during the Fall semester 1976-77, there were 546 students enrolled in courses pertaining to the Mexican American experience in other departments; during the Spring semester 1976-77, there were 574 students enrolled in such courses. The enrollment figure for Mexican American/Bilingual courses in other departments during the Fall semester 1977-78 reaches 618. When we convert this enrollment data into ADA, we can see that for Fall 1976-77, the ADA was at 89.53; for Spring 1976-77, it was 94.12; and for Fall 1977-78, it was at 101.33. (See Table 5.)

TABLE 5
ENROLLMENT PATTERNS; ADA COURSES RELATED TO MEXICAN AMERICAN EXPERIENCE AND STATE APPORTIONMENT PER ADA AT RIO HONDO COLLEGE



CONCLUSION

Chicano Departments were created in the 1960's and '70's mainly as a response to Chicano protests against racism in education. But racism and the resultant emotional assessment by Mexican Americans for necessary reform in educational institutions do not alone constitute a sufficient rationale for Chicano Studies. These factors result in negativism; an unhealthy basis upon which creativity and growth will eventually crumble.

The positive view requires Mexican American Studies be recognized for their legitimacy per se as an integral part of Rio Hondo's mission in a pluralistic society and changing community.

The object of this proposal is to present an examination of the alternatives to the Mexican American Cultural Institute, and the implications to Rio Hondo College for the future.

The Mexican American Cultural Institute which has been in existance since 1974, started with a concept which has materialized to the proposal presented herein. The proposed alternatives strongly suggest that Rio Hondo must recognize the unique needs of the highest college minority.

In the appendix, the Decision Package #1, a budget and rationale is presented for a Mexican American Studies Program. Decision Package #2, speaks to an interdisciplinary program and Decision Package #3, addresses an Umbrella Program.

The approximate costs for the alternatives presented are:

1. Mexican American Studies Department (See Budget breakdown) - $ 96,000
2. Interdisciplinary Program - $ 97,000
3. Umbrella Program - $ 167,000

Also attached are the facility needs for the support of all these programs, and the Articulation Transfer Agreements that have been worked out with four-year colleges and universities.

The long range significance of this program to Rio Hondo College is measured by enrollment patterns, the ADA generated, and the fact that enrollment in the future will more than compensate for the costs. Rio Hondo College has in the past supported smaller programs. Now is the time to support the existance of a Mexican American Studies Department.

RECOMMENDATION:

1. While alternatives have been proposed, the recommendation is for Decision Package #1, the development of a Mexican American Studies Department.

DECISION PACKAGES

DECISION PACKAGE - 1 .

DECISION PACKAGE - YEAR 1978 - 79	
(1) PACKAGE NAME To explore program alternatives to the Cultural Institute; i.e. MEXICAN AMERICAN STUDIES DEPT.	(2) UNIT Mexican American Cultural Institute

(3) PURPOSE: EXPECTED BENEFITS (Describe)

The Mexican American Studies Dept. will offer an Associate in Arts Degree in Mexican American Studies, as well as an Associate in Arts Degree in Bilingual/Bicultural Education; thereby cultivating a greater potential for increased student enrollment.

(4) HOW WILL THIS BE ACCOMPLISHED (Describe)

The Mexican American Studies Department will subsume the Bilingual/Bicultural Education Program under one department chairperson who will report to the Dean of Academic Affairs. All current Chicano related studies and proposed new courses will be coordinated by the Mexican American Studies Department. One or two new full-time faculty members may be needed specifically for the Mexican American Studies Department. Office space needs to be provided.

(5) CONSEQUENCES OF NOT APPROVING THIS PACKAGE:

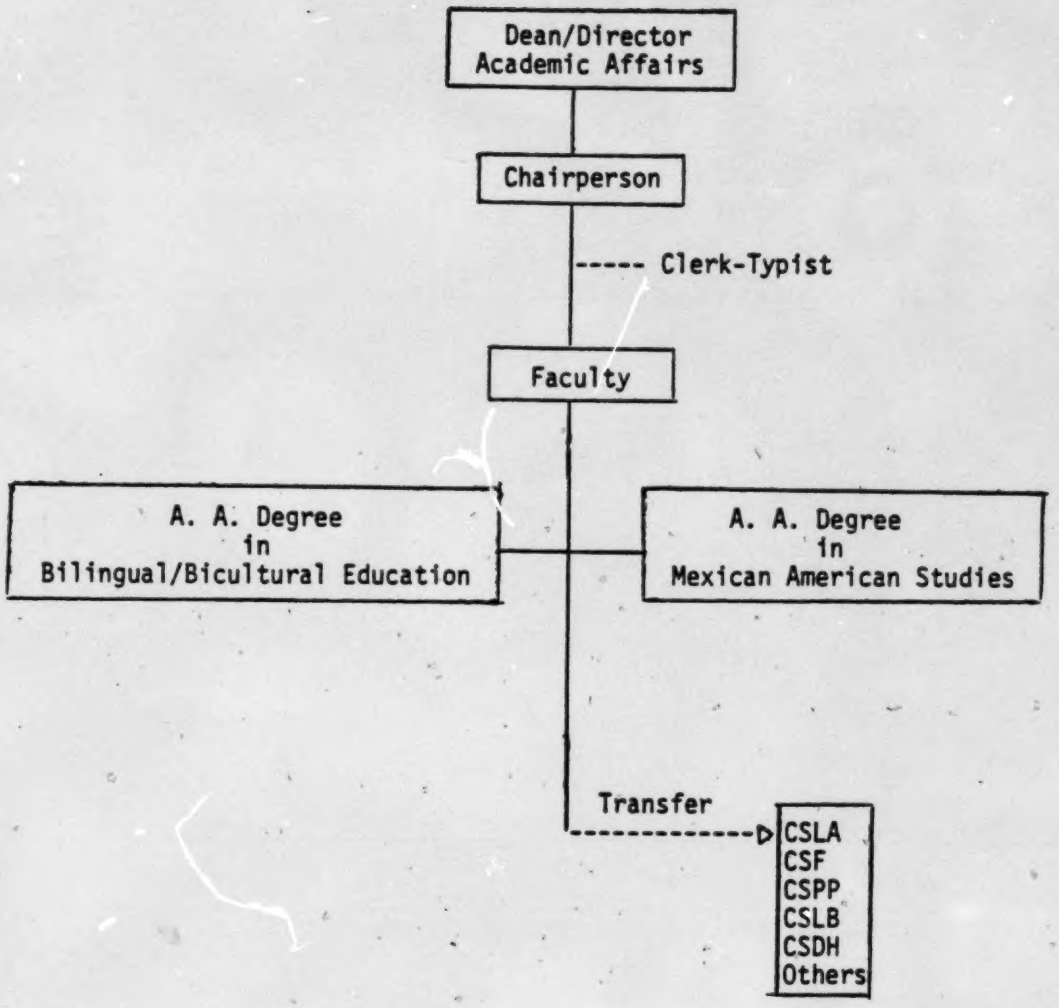
a. Decreased potential for student recruitment, for Mexican American Studies is an effective recruiting agent.
b. Needs of a changing student and community population are not met.
c. College atmosphere will not be conducive to retention of Mexican American students.

(6) RESOURCES REQUIRED: (See attached documents).

a. Staffing and supplies $ 96,000
b. Facilities needed

PROPOSED MEXICAN AMERICAN STUDIES DEPARTMENT

Decision Package No. I



DECISION PACKAGE NO. I

RESOURCES REQUIRED:
Proposed Mexican American Studies Department

Instructional:

Chairperson (1.0)		$ 22,000	
Bilingual Program Faculty (1.5 FTE)	(1.0)	$ 16,000	
	(0.5)	$ 8,000	
Mexican American Studies Faculty (2.0 FTE)	(1.0)	$ 16,000	
	(1.0)	$ 16,000	
	Sub-Total		$ 78,000
Classified Salaries: Intermediate Clerk Typist		$ 8,000	
Part-Time Students: District		$ 1,000	
CWS		$ 3,000	
Instructional Travel and mileage		$ 1,000	
Supplies/Materials/Instructional		$ 5,000	
	Sub-Total		$ 18,000
	Total		$ 96,000

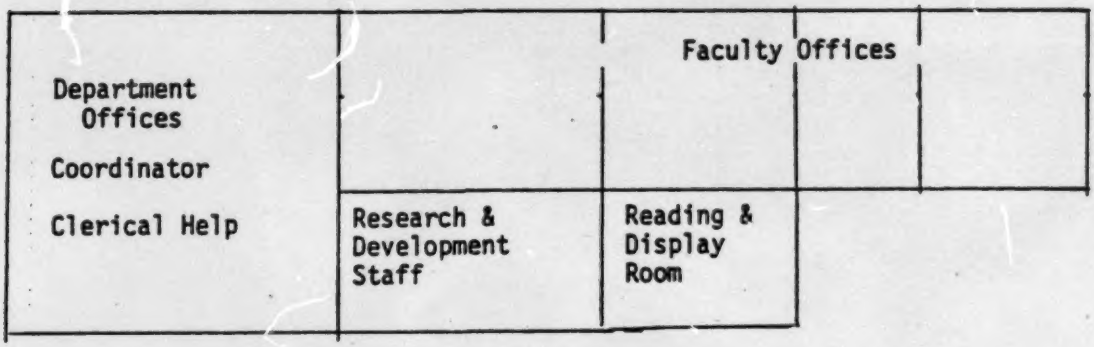
Facilities:

Requires Facilities. (See proposed Floor Plan Needs).

Proposed Floor Plan Needs

for

Mexican American Studies Department



DECISION PACKAGE - 2

DECISION PACKAGE - YEAR 1978 - 79	
(1) PACKAGE NAME - To explore program alternatives to the Cultural Institute; i.e., Interdisciplinary Curriculum.	(2) UNIT Mexican American Cultural Institute

(3) PURPOSE: EXPECTED BENEFITS (Describe)

- The Interdisciplinary Curriculum Program offering an Associate in Arts Degree in Chicano Studies and in Bilingual/Bicultural Education will serve the needs of the significant Mexican American Community within the college district, cultivating a greater potential for increased student enrollment.

(4) HOW WILL THIS BE ACCOMPLISHED (Describe)

A full-time coordinator under a separate Cost Center will administer the interdisciplinary curriculum and will report to the Dean or Director of Academic Affairs. ADA will be distributed to the various departments. The primary function of the Bilingual Specialist will be to coordinate and develop liaison with other departments and to provide support services for departmental majors.

(5) CONSEQUENCES OF NOT APPROVING THIS PACKAGE:

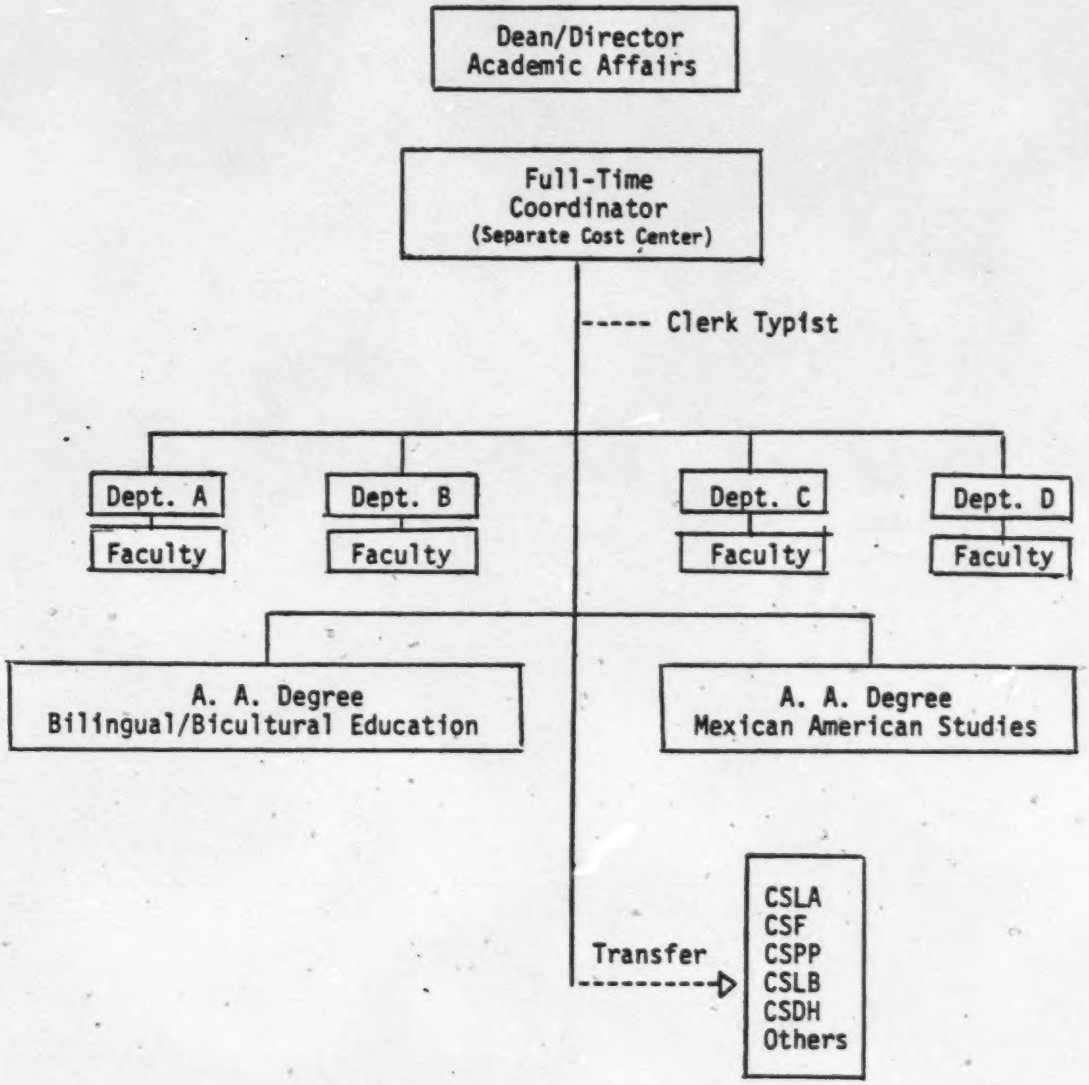
Without the full time coordination of a Bilingual Specialist the programs are doomed to failure; and, consequent loss in student enrollment.

(6) RESOURCES REQUIRED: (See attached documents)

a. Staffing and supplies $ 97,000
b. Facilities existing will do.

PROPOSED INTERDISCIPLINARY PROGRAM

Decision Package No. 2



DECISION PACKAGE NO. 2

RESOURCES REQUIRED:
Proposed Interdisciplinary Program

Instructional:

Full-Time Coordinator, Department Status		$ 22,000	
Bilingual Program			
Faculty (1.5 FTE)	(1.0)	$ 16,000	
	(0.5)	$ 8,000	
Mexican American Studies (2.0 FTE) (Interdisciplinary faculty assigned @ 20% to Mexican American Studies.) (Cost absorbed by other departments.)		$ 35,000	
	Sub-Total		$ 81,000
Classified Salaries:			
Intermediate Clerk Typist		$ 8,000	
Part-Time Students: District		$ 1,000	
CWS		$ 2,000	
Instructional Travel and mileage		$ 1,000	
Supplies/Materials/Instructional		$ 4,000	
	Sub-Total		$ 16,000
	Total		$ 97,000

Facilities:

Existing facilities will suffice.

DECISION PACKAGE - 3

DECISION PACKAGE - YEAR 1978 - 79

(1) PACKAGE NAME - To explore program alternatives to the Cultural Institute; i.e., Umbrella Program.

(2) UNIT
Mexican American Cultural Institute

(3) PURPOSE: EXPECTED BENEFITS (Describe)

The merging of a Mexican American Studies Program, the Bilingual/Bicultural Program, Early Childhood Education and the Exploratory College will provide a cost effective way to coordinate the small, separate programs now in existence.

(4) HOW WILL THIS BE ACCOMPLISHED (Describe)

Three distinct programs, i.e., the Bilingual/Bicultural Program, the Early Childhood Program and the Exploratory College will merge under one budget and under one department chairperson who will report to the Dean of Academic Affairs. Office space needs to be provided.

(5) CONSEQUENCES OF NOT APPROVING THIS PACKAGE:
The programs as they now stand are a drain on the college budget. If this package is denied, the programs stand the risk of complete annihilation due to the prohibited cost factor. The worthwhile benefits which are, nonetheless, inherent in these programs, might be lost with a consequent potential loss in enrollment.

(6) RESOURCES REQUIRED: (See attached documents)

a. Staffing and supplies $167,000

b. Facilities needed

DECISION PACKAGE NO. 3

RESOURCES REQUIRED:
Proposed Umbrella Program

Instructional:

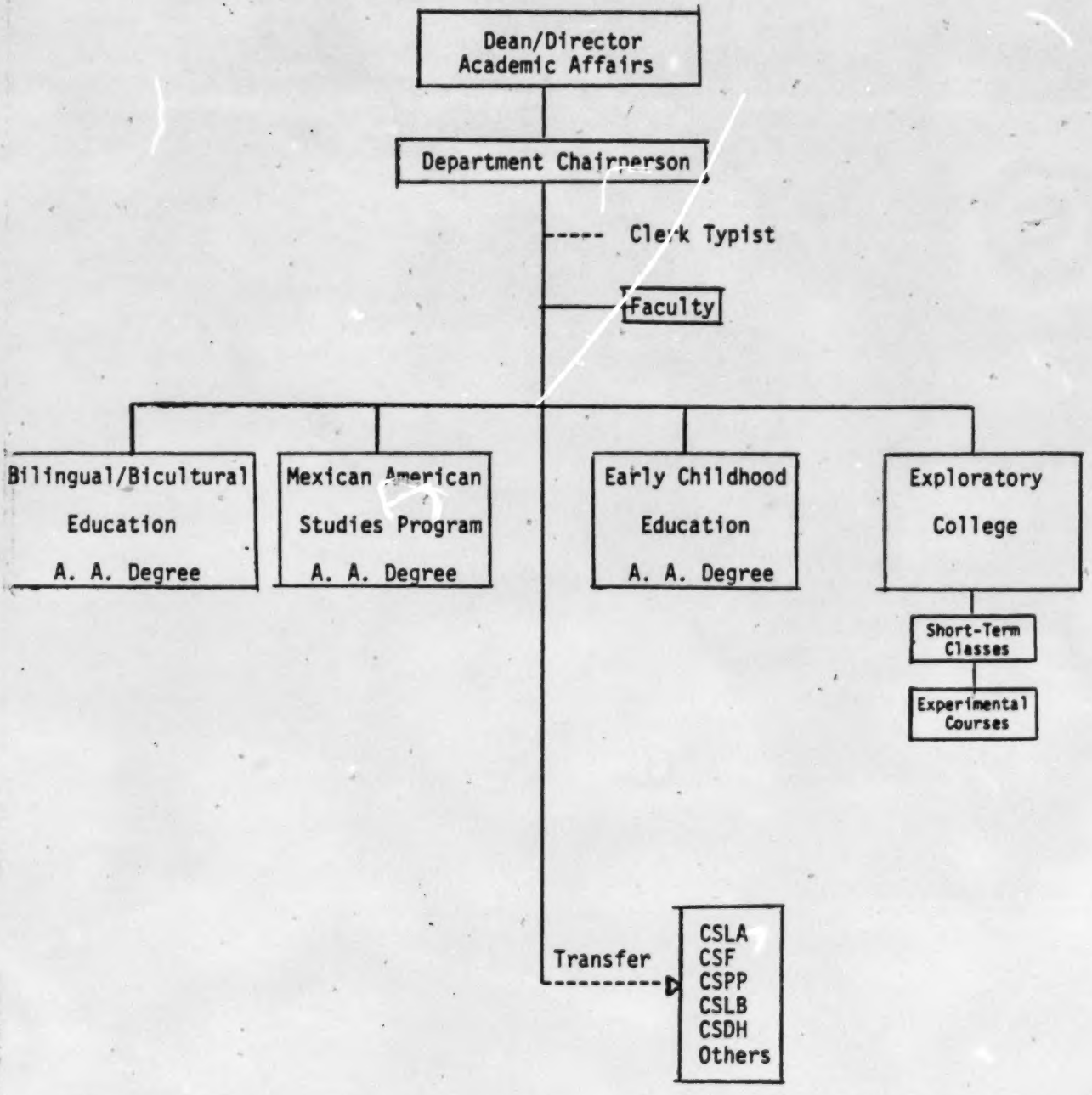
Chairperson		$ 22,000	
Bilingual Program			
Faculty (1.5 FTE)	(1.0)	$ 16,000	
	(0.5)	$ 8,000	
Mexican American Studies			
Faculty (3.0 FTE)	(1.0)	$ 16,000	
	(1.0)	$ 16,000	
	(1.0)	$ 16,000	
Early Childhood Program			
Faculty (2.0)	(1.0)	$ 16,000	
	(1.0)	$ 16,000	
Exploratory College			
Faculty (1.0 FTE)	(1.0)	$ 16,000	
	Sub-Total		$ 142,000
Classified Salaries:			
Intermediate Clerk Typist (1.5)	(1.0)	$ 8,000	
	(0.5)	$ 4,000	
Part-Time Students: District		$ 2,500	
CWS		$ 2,500	
Instructional Travel and mileage		$ 1,000	
Supplies/Materials/Instructional		$ 7,000	
	Sub-Total		$ 25,000
	TOTAL		$ 167,000

Facilities:

Requires facilities. (See Proposed Floor Plan Needs)

PROPOSED UMBRELLA PROGRAM

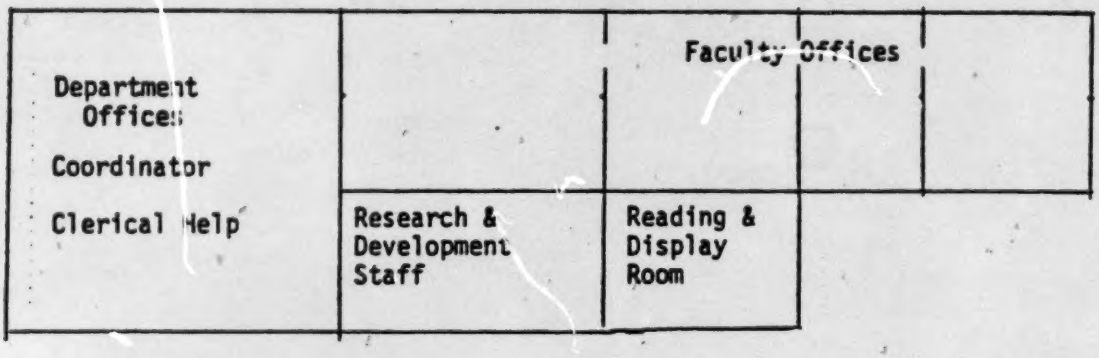
Decision Package No. 3



Proposed Floor Plan Needs

for

Mexican American Studies Department



APPENDIX

1 THRU 9

Appendix 1 contained copyrighted materials and therefore has been deleted. It contained a copy of an article, "Should Lawyers Have to Know Spanish?" by Henry W. McGee, that appeared in the November 28, 1977 issue of the Los Angeles Times.

APPENDIX 2

CALIFORNIA STATE UNIVERSITY LONG BEACH

Mexican American Studies Department

December 12, 1977

Ms. Orpha Diaz
Mr. Pedro R. Luna
Rio Hondo College
3600 So. Workman Road
Whittier, California

Dear Ms. Diaz and Mr. Luna:

I have received a memo (see attached copy) from our Curriculum Committee Chairperson, Dr. Genevieve Ramirez, recommending course articulation between our program and your campus. I accept the recommendations as presented, and will forward a copy of them to our University-Records and Admissions Office.

Should you have any questions, do not hesitate to call on me.

Respectfully,

Federico A. Sanchez

Federico A. Sanchez, Chairman
Mexican American Studies Department

FAS/ir
Encl.

cc: Records
Francisco Hidalgo

LONG BEACH CALIFORNIA 90840
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

: Federico A. Sanchez, Chairman
Mexican American Studies Department

Date : December 7, 1977

File No.:

CALIFORNIA STATE UNIVERSITY, LONG BEACH - Gen Ramírez
Chairperson, Curriculum Committee
Mexican American Studies Department

After having spoken with Pedro R. Luna and Orpha Díaz at Río Hondo College, and having received detailed descriptions of their Chicano Studies courses, I recommend that we articulate the following:

Social Science 13 - Mexican American in Contemporary Society = MEXA 100

Social Science 14 - Field Work in Barrio Studies = MEXA 230

Spanish 17 - Mexican and American Literature in Translation = MEXA 205

Spanish 15A and B - Spanish for the Spanish Speaking I, II = MEXA 103A,B

Spanish 46 - Language Instruction in Bilingual/Bicultural Education of Native Speakers = MEXA 203

Students who take Spanish 15A and B will lose 2 units of potential transfer credit, since these courses carry a total value of 6 units at Río Hondo, while our MEXA 103A and B award 8 units of credit.

GR/ir

APPENDIX 3

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Articulation Agreement with
RIO HONDO COLLEGE

Revised: May 1976
Destroy earlier editions.

CSULA (quarter units)		RHC (semester units)
Chicano Studies		
100	Introduction to College Environment (4)	----
		(101A ONLY)
101AB	Bilingualism, Biculturalism, and the Chicano (4-4).	Soc Sci 11 Cult Study of Chicano Child (3)
105	Economic and Political Power of the Chicano (4)	Soc Sci 13 Mex-Amer in Contemp Soc (3)
		(111A ONLY)
111AB	Introduction to Chicano Culture (4-4)	Soc Sci 12 Intro to Mexican Culture (3)
150	Chicano and Contemporary Politics (4)	----
		(200AB ONLY)
200ABC	Spanish for Chicanos (4-4-4)	Span 15AB Spanish for Spanish-Speaking (3-3
201	Mexican Literature in Translation (4)	----
257	Folk Music Ensemble of Mexico (2)	----
258	Folk Dances of Mexico (1)	P.E. 1-23 Coed Folk Dances of Latin-Amer Countries (1)

APPENDIX 4

CALIFORNIA STATE UNIVERSITY, FULLERTON
FULLERTON, CALIFORNIA 92634

THE SCHOOL OF EDUCATION

Dr. Dagoberto Fuentes,
Bilingual Cross-Cultural
Specialist Credential
Coordinator

AGREEMENT

This agreement is entered into pursuant to Section 5766.1 of Division 6 of the Education Code which enacts the Bilingual Teacher Corps Program authorizing the Superintendent of Public Instruction to enter into contracts with local educational agencies and the University of California System (AB 553) and the California State Universities and Colleges for the training of teacher candidates, and requiring these institutions to design curricular programs to meet the needs of the Bilingual Teacher Corps candidates. This agreement provides for joint efforts of the following parties in accomplishing the purposes of the legislation hereto cited, and those of Education Code 5768.4.

WHEREAS, it is to the mutual benefit of the parties hereto, and in the best interest of Bilingual Teacher Corps candidates that said parties work together to accomplish the purposes of the Education Code hereto set forth; and,

WHEREAS, the above will require careful coordinated and articulated program planning between two- and four-year post-secondary institutions,

THEREFORE, the parties mutually agree as follows:

1. 60-70 semester units from the two-year post-secondary institutions will be made transferable to the four-year institution with a minimum loss of credit, in line with current agreements regarding articulation. (See attached chart for agreement between Community Colleges and Chicano Studies Department at CSUF).

2. The four-year Post Secondary Institution will accept units earned in two-year Post Secondary Institutions for work in courses jointly developed for and leading to:

   a. Career Ladder Programs (Education Code 5766.1 and 5768.4)

   b. Diversified Liberal Arts Major and/or other majors currently approved for the multiple subject waiver

   c. A Multiple Subjects or a Single Subject Ryan Credential with a Bilingual Cross-Cultural Emphasis

   d. The Bilingual Cross-Cultural Specialist Credential

3. Parties to this agreement will work out an articulation agreement with LEA's and furnish evidence thereof, designed to facilitate implementation of Education Code 5766.1, viz., the providing of "direct instructional services," and to insure consonance between the Post Secondary Institution's Training Program and the needs of the LEA's as indentified by them.

This agreement will be duly executed by the authorized officers here undersigned.

Dr. Donald Shields, President /Date 4/30/75
California State University, Fullerton

Dr. Walter M. Garcia Pres. /Date 4/30/75
Rio Hondo College

Paul W. Kane, Acting Dean /Date 4/30/75
School of Education

Don L. Jenkins, /Date 4/30/75
Vice Pres. Academic Affai:

CALIFORNIA STATE UNIVERSITY, FULLERTON

DEPARTMENT OF CHICANO STUDIES

EQUIVALENT COMMUNITY COLLEGE COURSES FOR WHICH TRANSFER CREDIT IS GRANTED

CSUF Course Requirements	CERRITOS	CHAFFEY	CITRUS	COMPTON	CYPRESS	FULLERTON	GOLDEN WEST	E.L.A.	LONG BEACH	MT. SAN ANTONIO	RIO HONDO	SADDLE BACK	SANTA ANA
CHIC 106	SPA 45			HIS 6	SPA 32 SOC SCI 32				HIS 28		SOC SCI 13		
CHIC 220					SPA 31						SOC SCI 12		
Electives	HIS 30			HIS 12	ENG 17				SPA 11		SPA 15		
Electives	ART 6			HIS 14	SPA 15AB				SOC 5		SOC SCI 14		
Electives	POL SCI 7								ENG 26		HIS 11		
Electives									SPA 26				

-31-

Dr. Dagoberto Fuentes, Bilingual Cross-Cu
Specialist Credential Coordinator

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS
1000 East Victoria Street • Dominguez Hills, California 90747 • Area Code 213—Phone: 532-4300

RIO HONDO COLLEGE AND CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS,

PRELIMINARY ARTICULATION AGREEMENT FOR CHACON: AB 2817

MEETING CONDUCTED 4/23/75

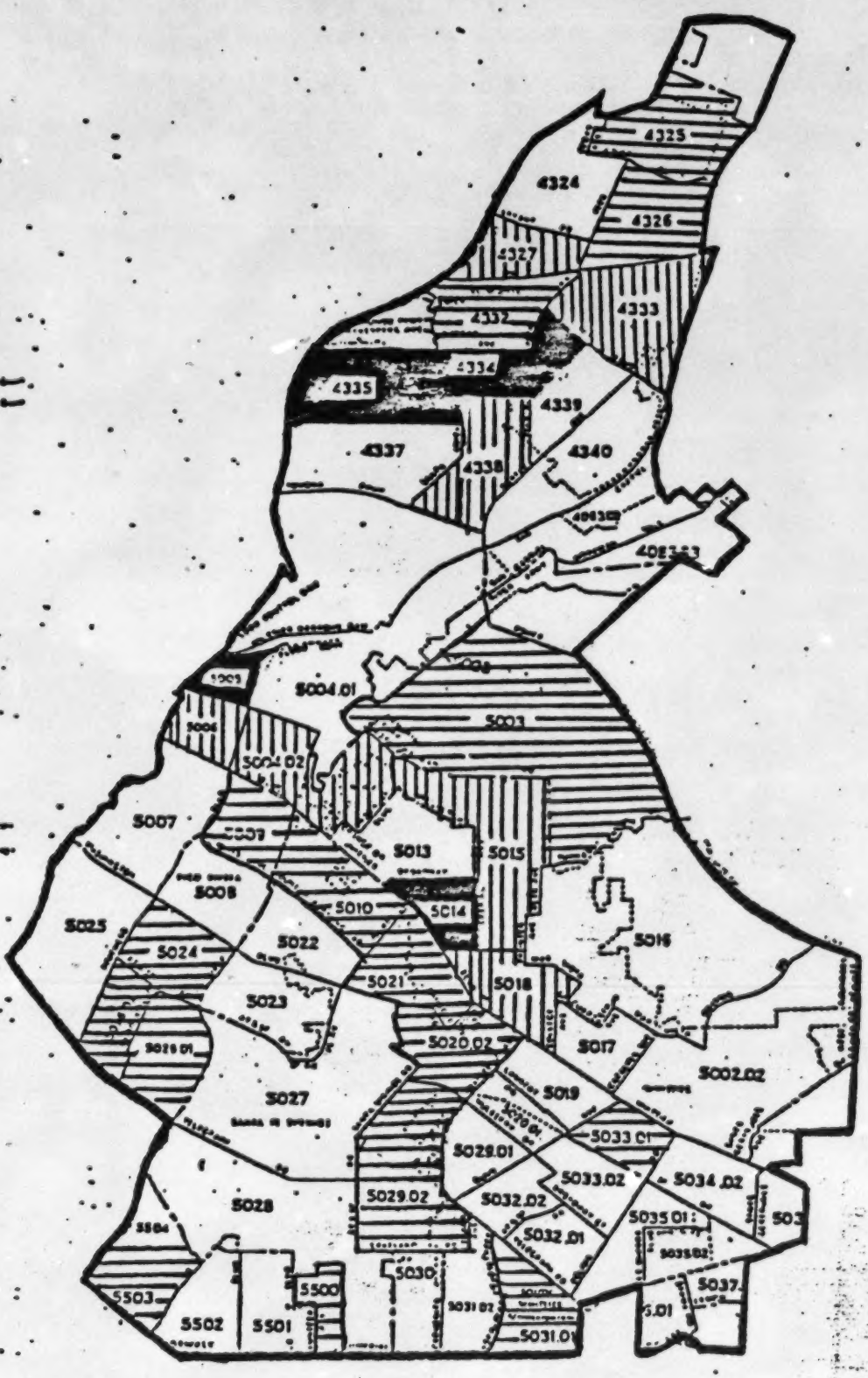
Although Rio Hondo College and California State College, Dominguez Hills, do not as yet have final institutional articulation agreements, an interim articulation for Chacon: AB 2817 is submitted here, pending such institutional agreement. The following units from Rio Hondo College will, in all probability, articulate directly with CSCDH Liberal Studies, Credential, and bilingual/crosscultural requirements (course-by-course equivalents are submitted on the attached sheets):

	Sem. units	Qtr. units
8 courses articulate with CSCDH Liberal Studies requirements	26	
1 course articulates with CSCDH Credential requirements	3	
4 electives will articulate by advisement	12	
*2 courses articulate with CSCDH bilingual/crosscultural emphasis	6	
Total	47	70.5

* 2 lower division courses (Cultural Study of the Chicano Child; Teaching the bilingual/bicultural Child) paralleling CSCDH upper division offerings in bilingual/crosscultural emphasis can earn credit by competency examination

NOTE: Additional elective units counting toward general education or graduation requirements have not been included in the totals listed above.

APPENDIX 6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APPENDIX 7

ETHNIC DISTRIBUTION OF DISTRICTS

	Amer. Indian		Asian		Black		Filipino		Spanish Surname		Other		Total
1. El Monte High	21	.3%	150	2.1%	10	.1%	-	-	3,759	51.7%	3,329	45.7	7,269
2. Whittier High	31	.2%	218	1.7%	115	.9%	-	-	4,464	35.9%	7,598	61.1%	12,426
3. El Rancho High	11	.08%	66	.5%	7	.05%	-	-	10,004	77.3%	2,849	22.0%	12,939
4. El Monte Elem.	39	.4%	137	1.5%	50	.5%	101	1.1%	5,057	55.0%	3,807	41.4%	9,191
5. East Whittier	3	.04%	127	1.8%	13	.2%	21	.3%	1,673	24.2%	5,062	73.4%	6,899
6. Little Lake	30	.6%	127	2.7%	27	.6%	11	.2%	1,871	39.4%	2,681	56.4%	4,747
7. Los Nietos	-	-	12	.6%	4	.2%	-	-	1,569	80.0%	376	19.1%	1,961
8. South Whittier	-	-	61	1.9%	6	.2%	5	.2%	1,611	49.4%	1,580	48.4%	3,263
9. Valle Lindo	-	-	5	.6%	1	.1%	3	.4%	717	86.6%	102	12.3%	828
10. Whittier City	10	.2%	163	3.2%	16	.3%	-	-	2,592	51.4%	2,266	44.9%	5,047
TOTAL	145	.2%	1,066	1.6%	249	.4%	141	.2%	33,317	51.6%	29,650	45.9%	64,570

APPENDIX 8

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

RACIAL AND ETHNIC DISTRIBUTION OF PUPILS
November 1, 1977

Business Services Division

School	Black	Asian	American Indian	Spanish Surname	Others	Total
CALIFORNIA	6 .4%	21 1.2%	10 .6%	324 19.0%	1,342 78.8%	1,703
LA SERNA	0 0%	73 4.8%	3 .2%	254 16.8%	1,178 78.1%	1,508
MONTE VISTA	1 .1%	26 1.8	9 .6%	268 19.0%	1,107 78.5%	1,411
PIONEER	8 .4%	24 1.2%	.14 .7%	1,356 68.3%	583 29.4%	1,985
SANTA FE	9 .4%	33 1.4%	49 2.2%	845 37.1%	1,341 58.9%	2,277
SIERRA	3 .2%	10 .7%	11 .7%	621 41.5%	853 56.9%	1,498
WHITTIER	2 .1%	29 1.7%	16 .9%	670 39.6%	973 57.6%	1,690
FRONTIER	2 .6%	2 .6%	3 .8%	126 35.6%	221 62.4%	354
DISTRICT TOTALS	31 .24%	218 1.75%	115 .92%	4,464 35.92%	7,598 61.15%	12,426

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36
MAY 2 1980

APPENDIX 9

RELATIONSHIP OF MEXICAN-AMERICANS TO DECREASING A. D. A.

	OVERALL ADA				OTHER THAN SPANISH SURNAME				SPANISH SURNAME ADA			
	1968	1977	Gain #	Loss %	1968	1977	Gain #	Loss %	1968	1977	Gain #	Loss %
East Whittier	11,719	6,899	-4,820	-41.2%	10,440	5,226	-5,214	-49.9%	1,279	1,673	+394	+30.8%
Little Lake	6,607	4,747	-1,860	-28.1%	4,926	2,876	-2,050	-41.6%	1,681	1,871	+190	+11.3%
Los Nietos	3,050	1,961	-1,089	-35.7%	1,123	392	-731	-65.1%	1,927	1,569	-368	-19.1%
South Whittier	4,612	3,263	-1,349	-29.2%	3,445	1,652	-1,793	-52.5%	1,167	1,611	+444	+38.1%
Whittier City	6,501	5,047	-1,454	-22.4%	4,316	2,455	-1,871	-43.3%	2,182	2,592	+410	+18.8%
Whittier High	14,822	12,426	-2,396	-16.2%	12,023	7,962	-4,061	-33.8%	2,799	4,464	+1,665	+56.5%
El Monte Unified	6,883	7,269	+386	+5.6%	4,887	3,510	-1,377	-39.2%	1,996	3,759	+1,763	+88.2%
El Rancho Unified	14,493	12,939	-1,554	-10.7%	5,599	2,935	-2,664	-47.5%	8,894	10,004	+1,110	+12.4%
TOTALS	76,686	54,555	-14,136	-18.4%	46,759	27,008	-19,751	-42.2%	21,925	27,543	+5,618	+25.6%

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